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Toward Broader Horizons

Program Areas for
Older 4-H Members (Age 15-20)

*Suggestive Outlines
on which to Build*



Division of 4-H Club and YMW Programs • Federal Extension Service
United States Department of Agriculture

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An important feature
growth and expansion
example of what can
the interest and ne

potential for
ves an an initial
better meeting
rs age-group.

Can we make the basic assumption that teenagers will eat from our Extension Educational Cafeteria when our program content is attractive? Our past experiences on membership trends indicate that some enrichment of program content is needed if we are to meet the teenagers' needs and interests. Extension has great program resources that hold real potential for expansion. Here is an attempt to demonstrate in a small way a few of the unlimited opportunities.

The five suggested program outlines included in this folder are only guides or examples of what can be done. In a survey with State 4-H Club leaders in 1955 there were five areas most often mentioned for exploration. At the State 4-H Club Leader meeting, 34th National 4-H Club Congress, Chicago, December 1, 1955, these program areas were discussed and outlined. Since that time these outlines have been developed further by our staff members. At the meeting of the Extension Subcommittee on 4-H Club Work, February 28 - March 1, 1956 these five program outlines were approved and the subcommittee requested that this booklet be completed and sent to the States.

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FEDERAL EXTENSION SERVICE
U. S. Department of Agriculture

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TOWARD BROADER HORIZONS

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DISTRIBUTION: A copy of this circular has been sent to each State Extension Service director; State and assistant State 4-H Club leader; State home demonstration leader; county agent leader; Extension specialists in economics, agricultural engineering, rural sociology, clothing, home management, family life; and land-grant college and experiment station library.

BY WAY OF INTRODUCTION

Here are some of the basic reasons for selecting these particular program areas as examples of program guides toward greater 4-H horizons:

From what is known about the basic interests and needs of teen-age boys and girls, these five program outlines seem to pin-point some of these interests.

From a survey of State 4-H Club leaders in 1955, these program areas were highlighted.

To our Extension programs in agriculture and home economics these are good complementary areas.

For both boys and girls all five of the program areas are applicable.

Through our present club organizational pattern; State, county, leader, 4-H member, these areas may be projected.

By the very nature of the advanced program content these areas should limit themselves to older 4-H members.

In a period of transition these areas hold to basic 4-H programing but point toward broader areas of exploration.

Upon our volunteer leadership in the club program, these areas may increase and broaden the perspective and the understanding of teen-age members.

A PROJECT PROSPECTUS
ON
AUTOMOTIVE CARE AND SAFETY

(An example of a new project
especially adaptable for older 4-H members, 15-20)

Since this project prospectus was prepared, there has been some further development. Several States continued to make progress in developing this program area. In November 1955 the Extension Subcommittee on 4-H Club Work approved an exploratory meeting of interested State club leaders and engineers whose States were developing some work on Automotive Care and Safety. This meeting was held in Washington, D. C., on December 20-22, 1955. The report of this committee meeting contains the following: Facts and situations, Recommendations, Work Group Reports on Objectives, Subject-Matter and Activities, Discussion Highlights and Resolutions.

The Exploratory Committee Report was discussed and approved by the Extension Subcommittee on 4-H Club Work March 1, 1956. The subcommittee then appointed a Task Force Committee for the further development and implementation of the recommendations of the Exploratory Report.

The report contains many program helps for States planning an Automotive Care and Safety Project.

The Situation:

1. Many teen-age boys are interested in things mechanical.
2. The number of farm trucks and automobiles is increasing rapidly.
3. Two million youth reach driving age and apply for driving permits annually.
4. Only 25 percent of this beginning group are receiving any type of organized training in safe operation of an automobile.
5. The motor vehicle is the principal killer of farm people. Over 40 percent of all deaths occur in motor vehicle accidents, most of which happen off the farm.
6. There were 36,000 deaths and 1,250,000 injuries in motor vehicle accidents in 1954.
7. Seventy-five percent of all motor vehicle accidents occur in rural areas.
8. Youth under 21 years of age were operating 12 percent of the automobiles involved in accidents in 1954.
9. Sons and daughters have a responsibility for the care and safe operation of the family car entrusted to their use.
10. An increasing number of young people have automobiles of their own.
11. The automobile is influencing youth's educational opportunities, social contacts and choice of a vocation.

Youth are concerned:

This project would have definite appeal to the average 15-17 year old club member who is seeking greater security and competence in the use and care of the family car. Sharing in the use of the family car is often an area of conflict between youth and their parents. This project can help eliminate the cause of some of these misunderstandings as youth assume greater responsibility for the care of the automobile and are more careful in its operation. It would appeal to both boys and girls.

Harmonious understanding in the use of the family automobile strengthens parental relationships. In our present society the freedom of the occasional use of the automobile seems to be very important in meeting the needs and interests of middle and late teen-age people.

The legal limitations affecting the securing of an operator's permit make this a selective project for older members. This fact will enhance its appeal.

Ten years' experience with the 4-H Tractor Program has demonstrated the worthwhileness of this type of project and youth's interest in it. An automotive care and safety project would be quite similar. It might be especially attractive and adaptable to rural non-farm youth and suburban youth.

Who would be interested?

Youth

1. Older boys who are responsible for the care or use of the farm truck.
2. Older boys and girls who share in the use of the family car.
3. Older boys and girls who own an automobile.

Others

1. Parents
2. Farm organizations
3. Highway police
4. Automobile manufacturers and dealers
5. Automotive supply manufacturers and dealers
6. Oil companies
7. Other organizations promoting highway safety

What might club members learn and do?

The project could help club members develop improved attitudes and skills in the following:

1. Techniques of automobile driving
2. Importance of adequate operator training
3. Traffic laws
4. Highway courtesy
5. What to do in case of an accident
6. A code of responsible conduct and understanding
7. Kind and amount of automobile insurance
8. License application
9. Keeping auto cost records
10. Using the operator's manual
11. Selection of proper lubricants and fuel

12. Care of the cooling system
13. Servicing the air cleaner
14. Care of tires
15. Cleaning and polishing the automobile
16. Understanding what constitutes the proper functioning of:
 - A. Automatic transmission
 - B. Hydraulic brakes
 - C. Safe and efficient steering

The subject matter could be presented through the usual Extension Service methods--demonstrations, discussions, talks, pamphlets, posters and films.

A club member enrolled in this project could care for and keep cost records on a farm truck or automobile for the duration of his participation in the project. This project will probably require recruitment and some specific training of leaders to handle this rather specialized program. Here the experience of the 4-H Tractor Program could be quite valuable.

Suggested group activities for automotive project members

1. Conduct a community-wide highway hazard hunt.
2. Conduct a safety check for farm vehicles.
3. Develop an automobile and truck inspection blank. Include those items which should be regularly inspected to maintain safe and efficient operation.
4. Clear farm road entrances in your neighborhood.
5. Promote good parent-teenage relationships on good driving and auto agreements.
6. Discuss highway hazards with your local officials.
7. Construct educational booths and exhibits on some phase of highway safety for your local, county and State shows and fairs.
8. Conduct a braking distance demonstration.
9. Have your club conduct an automobile safety and economy run.
10. Set up displays in cooperating local store windows.

11. Conduct debates on such resolutions as: we should have periodical motor vehicle inspection; periodical reexaminations of drivers for operator's licenses.
12. Use a highway safety theme for a parade float.
13. Develop a highway safety program for your community and your county, and indicate the agencies which should cooperate and what each should do.
14. Encourage club members to speak before various organizations, schools and churches in behalf of highway safety.
15. Present a program on some phase of highway safety to the P.T.A. and get their support in promoting it.
16. Sponsor a safe drivers' club in your school and community.
17. Encourage club members to enroll in driving training classes whenever possible.
18. Make spot maps of accident locations to show trouble areas.
19. Prepare and present demonstrations on such subjects as: walking on a highway; driving at night; parking in a tight place; riding the school bus; proper loading and hauling of livestock.

References:

4-H Exploratory Committee Report on Automotive Care and Safety,
4-H and YMW Division, Federal Extension Service, USDA, Washington,
D. C. February 1956

A Summary of a Study of the Mechanical Preference of Boys and
Girls 10-20 Years of Age, C. M. Edwards, Agricultural Engineering
Department, Cornell University, Ithaca, New York

4-H Tractor Program Leader's Kit--National Committee on Boys and
Girls Club Work, 59 East Van Buren Street, Chicago 5, Illinois

A PROPOSED PROGRAM AREA OR PROJECT

IN

CAREER EXPLORATION

(An example of a complementary area for further development in the
4-H Club program)

This program area would:

Bring into the club program a new source
of leadership.

Assist in the better training of adult
volunteer leaders in developmental needs
and interests of youth.

Serve as a complementary area for further
interesting and guiding youth toward a more
comprehensive consideration of career
opportunities.

Suggested Program Area

1. A brief exploration of the occupational opportunities that are open to young Americans - and what each seems to require and what each seems to offer.
2. Exploring oneself - one's own attitudes, weaknesses, interests, and values as related to choice of a career.
3. A special section would develop these career opportunities on farming and home economics and the related occupations associated with these.

Suggested Basic Plan

1. This program area would be for boys and girls over 14 years of age. It could be conducted by an individual club member. However, the procedures for studying career opportunities might be conducted by a group of boys and girls of about the same age. The more homogeneity in the group as to the socio-economic background, the better it would be. Small groups of 5 to 15 members might be organized.
2. Each boy and girl would:
 - a. Participate in a group study of the main categories of occupations open to young Americans. This would be an activity of the group to which each member would contribute from his individual researches. Emphasis would be on what each occupation (or category of occupations) requires and promises.
 - b. Make some systematic, objective appraisals of himself or herself - his or her aptitudes, weaknesses, interests, experience and values and his or her opportunities to acquire training and capital - as related to his or her choice of a career. This would include the taking of some objective tests of abilities, such as the tests for mechanical aptitudes, and the Kuder Preference Test of career interests. The taking of these tests might also be activities of a group.
 - c. Make further and more detailed study, individually, of an occupation or category of occupations toward which he or she is inclined at this time. If a boy is inclined toward farming, the further study would include exploration in some detail of the farming opportunities that are actually open to him, e.g., working on a farm for wages, doing custom work, renting a farm, developing a partnership with Dad, or buying a farm. The exploration of farming opportunities would include appraisals of the skills, knowledge, and kinds of judgment required; the capital needed;

the risks involved; prospects for accumulating needed capital or paying off necessary indebtedness; income expectations; and family living conditions and social situations that would go with each farming opportunity. If a girl is inclined toward home economics as a career, her study would include exploration in some detail of the opportunities open to her as an extension worker, teaching, dietetics, homemaker, food and textile fields in business, magazine and newspaper writing, test kitchens, radio, television and other fields in which training in home economics is a must. The exploration of other occupations or categories of occupations would involve detailed appraisals of requirements and expectations as appropriate for each.

- d. Each boy or girl might present some of the highlights of his or her findings on career choices to the group as a contribution to the group activity. In addition to this, career tours might be conducted as an activity. Special tours to places of interest might be held for young people with career interests.

Subject Matter Covered:

1. Major occupations and categories of occupations in the U. S., and for each:
 - a. Approximate number of openings per year in the U. S., and in the State and county.
 - b. Requirements in terms of (1) Education, training, and experience - amounts and kinds needed, (2) Aptitudes, skills, and abilities, (3) Specific knowledge, (4) Physical qualifications, (5) Capital, equipment, etc., (6) License, membership in union or professional society, etc.
 - c. What each promises in terms of (1) "Working conditions", (2) Family and social situations-living conditions, (3) Opportunities for advancement, (4) Risks, uncertainties, occupational hazards, (5) Income, (6) Expected length of career - from age of entry to age of retirement.
2. Numbers of young persons who reach working age annually in the United States, and in the State and County.
3. Number of farm-reared boys reaching working age and number of openings for farm operators annually in the United States, the State and county.
4. A feature on farming and homemaking opportunities.

5. Diversity of human aptitudes and the relation of this diversity to occupational specialization.
6. Capacity of people for general development and for development of specialized skills and abilities.

Youth's Career Appeals

Since urban-industrial society has developed to the point where there is no natural bridge between the play activities of childhood and the work activities of adulthood, any apprenticeship that is to be obtained must come through the youth's study and experience or after the young person is on the job. Town and city youth ordinarily have no contact with the parent's work and no way of acquiring intimate knowledge of it. This undoubtedly has created problems of far-reaching consequence to youth in town and city. However, an even more serious problem is inherent in the situation of the farm-reared youth who would enter an urban vocation. Not only does he lack contact and experience with the urban vocation, but ordinarily he must enter a strange environment and undergo possible cultural shock while becoming adjusted to his new life.

In a world of literally thousands of vocations, the problem of choosing a vocation is a real one. Studies were made by the American Youth Commission, involving personal interviews with some 20,000 youth in sample areas throughout the Nation. These studies showed that while some youth had a sense of realism in approaching their jobs, having been given adequate guidance by parents and counselors, they represented only a small minority. Most young people had some kinds of future plans for themselves, but some had no ideas whatever of their vocational futures. The plans of many were in the realm of wishful thinking and daydreams rather than tied closely to reality.

Some Resource Materials

1. Careers Ahead, NPAC, East Lansing, Michigan
2. Occupational Outlook Handbook, Bulletin No. 940, Bureau of Labor Statistics, U. S. Department of Labor in cooperation with the Veterans Administration. September 1948
3. Today's Challenge to Home Economists of the Extension Service. Home Economics - A Guidance Aid - American Home Economics Associates, 1600 Twentieth Street, N. W., Washington 9, D. C.
4. After High School What? - Women's Bureau Leaflet 8, 1954, Department of Documents, U. S. Government Printing Office, Washington 25, D. C.
5. Farming Opportunities in Ohio - John E. Worthington, Fellow, Department of Agricultural Education, Ohio State University. Available as USDA-FES Mimeograph 4-H 113 (6-55)
6. Guide to Agriculture, USA - Agriculture Information Bulletin No. 30, USDA, September 1955

7. A Glimpse of Your Future In Home Economics - Prepared by Illinois Home Economics Associates. Write Jessie E. Heathman, Information Service, University of Illinois
8. State Extension Service Publications - Many States have leaflets on Extension Service as a career.
9. Keep On Farming - by R. E. Hauptmann, in the Young Farmer, Vol. II-No. 1, page 5, Fall 1955, published as a service to Agriculture by General Mills, Inc., Minneapolis, Minnesota. Also "Young Farmer and the Draft", by General Lewis B. Hershey, page 8 from issue.
10. Farming Opportunities in North Carolina, N. C. State College, Extension Circular 255, September 1950
11. Engineering - A Creative Profession, 2nd Edition. Copyright 1954 by Engineers' Council for Professional Development. Based on Manuscripts by A. B. Brownwell and Z. G. Deutsch, Edited by B. G. A. Skrotzki.
12. Employment Opportunities for Women in Professional Accounting, 1955 For sale by the Superintendent of Documents, Government Printing Office, Washington 25, D. C. at 20¢. Catalog No. L 13.3:258.
13. Economics, An Introductory Analysis, by Paul A. Samuelson, 1948. Chapter on choosing one's occupation.
14. Father-Son Farm Agreements, Southern Farm Management Extension Publication No. 1, 1951
15. Becoming a Farm Owner, Virginia Polytechnic Institute, Agricultural Experiment Station, Bulletin 473, June 1955 (Publication No. 17 of the Southeast Land Tenure Committee).

A Project Handbook

Although the above and many other excellent reference materials are available, it seems essential that a project handbook be prepared for use by State and county extension workers, local leaders, and counselors. It is needed to (1) outline the project and related activities, (2) bring together in a related way some of the basic information and principles not readily available elsewhere, (3) list sources of more detailed subject matter, and (4) develop guide outline for use of project leaders.

AN OUTLINE FOR A PROJECT AREA
IN
COMMUNITY DEVELOPMENT

Citizenship in the Making

(Especially adapted toward older 4-H members, 15-20; an example of building a broader base on present community service activities)

Building

Tomorrow's

Communities

This program area would:

Help our community life in a period of great transition.

Utilize a new source of leadership in our land-grant colleges.

Integrate 4-H leadership more into the life of a community.

The base for this proposed project outline is already well established. The 1954 reports of county Extension workers show the following number of boys and girls participating in educational programs on:

Community Service - - - - -	1,282,420
Health - - - - -	945,715
Safety - - - - -	674,313
Citizenship - - - - -	630,087

Parts of the Basic Plan - How is This Project Area Different?

This project would cover some of the principles of community organization and improvement which might provide a learning experience for 4-H members to grow in leadership and to have actual practice in citizenship development. While it would give an opportunity for members and clubs to continue to conduct many of the present community service activities, it would provide more than this avenue. Most of these activities are just operational in nature.

1. This project would provide 4-H members with a learning opportunity and situation in the principles of organization and procedure. In addition, this project would give opportunities for 4-H members to learn "community process." This latter is the area on which the major emphasis would be given. This project could be more about the "whys" and the "hows" of community service.
2. A second feature which might contribute to making this project distinctive is that it would be a group project. In the case of small clubs, it might be conducted as an over-all club project. In other situations, it would provide a group project in which four, five or more young people with common interests could study and work together. With the group approach to the project, individual 4-H members could solicit friends of their peer groups to join the project and participate. This would be one of the major strengths of such a project area.
3. Another characteristic of this project area which might add some distinct qualities is that opportunities could be offered older 4-H members to receive adult-like experience in areas such as community resource inventories, community program planning, and program projection for their communities. These would provide firsthand citizenship development.
4. A strong feature of the project in the area of community service is that it would have the force of group motivation. Such an approach would necessitate the support of a greater number of adults. This would be a potent factor in making the Extension program play a more vital role in community life. (The experience of some States with community improvement projects has been that it is an effective means of reaching low income farm families especially.)

Relationship of Project to Needs of Teenage Group

To be successful, a project of this kind must support the young person in his striving toward full adulthood. This means that the planning and carrying out of the work must give him a chance to relate himself clearly to the world of mature reality. There are at least four fairly general characteristics of the young man and woman which can be taken for granted as a basis on which to build.

1. The adolescent is striving toward independence in the adult world. As opportunities are presented for him to practice effectively the skills involved in setting up and carrying out activities which are really meaningful in approaching this goal, he will be moved to direct his energy strongly toward achievement. The question is not whether to involve young people in planning and carrying out but rather how to present opportunities in such a way that they release the energy and power already there in the young person. Once that is done, the adult guide assumes the role of supporter, consultant-by-request, and trouble-shooter in short, resource person.
2. The adolescent has a powerful altruistic motive. While he may seem often to be extremely self-centered and unconcerned about the comfort of others, he has very strong feelings about what is fair, just, kind, beautiful, and courageous. He wants very much to look ahead to a world free of injustice, prejudice, exploitation and ugliness.

Again, it is a matter of providing cues which will release the abundant power and energy of the young person, and help him to see ways in which he can apply his energy in practical, grown-up activities to create a better world.

3. The adolescent is striving toward adulthood in his relationships with others of his own and the opposite sex. Much of the "horsing around" which young people do together is in reality their way of covering feelings of awkwardness. It is part of the process of "psychological sandpapering". The need to be accepted by others is well served in activities which demand the best of the young person's powers in cooperation with others, while leaving room for seemingly meaningless and useless "fooling", in addition to activities planned solely for the purpose of "getting together and having fun".
4. Our opportunity is to guarantee that the experience will be pleasurable, not only at the end but during the process of the project work. When the needs of the young people are intensely involved in planning and carrying out the project, this opportunity is largely fulfilled. We like nothing better than to have our needs gratified.

The adolescent, in common with all people, is striving to maintain and expand his own self-esteem and self-confidence. Community activities which enable him to use his powers effectively will meet this need in a fashion highly appropriate to the adolescent stage of

Some of the Subject-Matter Covered

Eventually this project would be in the general subject-matter area of giving some application to the social science fields in our land-grant colleges. The pattern which it might take on community organization and procedure would be based on the needs and situations of the 4-H members and the community in which they live. This might lead toward some farm or homemaking phase, health, safety, citizenship activity, or recreation.

The plan of the project could afford older 4-H members an opportunity of testing their leadership and citizenship ideas in their own community. This would provide a fascinating drama. The dedications and social values which the young people are developing could be placed on the proving grounds.

Some of the Specific Areas

Community Programing

A simplified community economic analysis might be made. Economic facts collected about the community would become meaningful because it would fit into the picture puzzle of everyday living. Basic farming and homemaking facts could be revealed--size of farm, farm income, markets, transportation facilities, local agencies, farm-urban relationships, employment prospects, expansion of basic resources. This could lead toward development of new farm and homemaking enterprises; 4-H projects could be interwoven more basically into the community life to bring about new farming and homemaking practices.

Community Activities

The organization structure might be another area. The group and activities of the community could be examined. This would involve a survey of organizations, their purposes and activities. This could include developing the social, recreational, health, or safety activities.

Community Improvements

This area covers the numerous physical community improvements around which a group of 4-H members could base a project. Here the many skills in the entire community would be in operation. Out of such accomplishments might grow permanent improvements for the 4-H Club and the community. This always serves as a means of interesting more people in 4-H Club work.

Some Means and Techniques

The entire slant of this group project would be to develop social skills in inter-community relationships. The skills of active, effective, "do-democracy" would be developed as older 4-H members, along with the support of adults, attack through cooperative group action any problems which they have in common. Therefore, each State would need its own extension circular and project records outlining the project.

This might include the following:

What leadership and citizenship abilities may be developed.

Why a community group project is important.

Outline the steps in organizing and planning for community development.

How to select a group project for community action.

Survey outlines and forms such as -

How to list and survey organizations in a community.

How to survey basic community economic information.

How to take a community inventory.

References

Small Communities in Action. Jean and Jess Ogden. Harper and Brothers. New York.

Making Good Communities Better. Irwin T. Sanders. University of Kentucky. Lexington, Kentucky.

A Community Looks at Itself. Winifred Gilson. Nebraska Council on Children and Youth. Lincoln, Nebraska.

A SUGGESTED PROJECT AREA

ON

PERSONAL IMPROVEMENT

OR

MAKING THE MOST OF MYSELF

(An example on how two or more regular project areas may be combined into one challenging area for older 4-H members, 15-20)

Making Better Citizens

In Better Farms and Homes

In Better Communities

The base for this proposed project for older 4-H Club members is already well established in many States and it is an example of how some of our conventional projects may be combined to make the work more challenging to teen-age members as well as meet some of their specific areas of interests and needs.

The Situation:

1. Most teenagers interested in themselves
 - a. They want to improve their personal appearance
 - b. They want to be liked by their peers
 - c. They want to know how to behave
 - d. They want to know how to get along with others
 - e. They are interested in looking their best -- boys at 1955 National 4-H Camp expressed a desire for help in grooming and appropriate dress.
2. Youth more mobile -- 4-H offers more opportunity for travel.
3. Youth marry at a younger age -- dating earlier.

Why Youth Are Interested:

1. Will increase self-respect
2. Easier to make and keep friends
3. More career opportunities
4. Better health
5. Better homemaker
6. More socially acceptable
7. Improves personal relationships with others
8. Better citizens in home and community

Who Will Be Interested?

Youth

1. Girls and boys entering teens.
2. Older girls and boys looking into career opportunities.
3. Older girls and boys dating.
4. Older girls and boys going on trips.
5. Older girls and boys as junior leaders.

Others

1. Parents, leaders, the community
2. Organizations and business concerns.

What May Be Included in a Personal Improvement Program?

I. Personal improvement area as related to grooming and etiquette

Possible Titles:

1. Smarten Up
2. It's Up to You
3. Invest in Yourself
4. Adventure Ahead
5. It's all in Knowing How

Grooming and etiquette may be more readily accepted by a mixed group of girls and boys if concluded as demonstration or discussion topics along with a 4-H agricultural or homemaking project. Self-respect is a motivating force - relate activities to how to be self-respecting. After each member has made a list or expressed himself as to the subjects he would like to have discussed, see demonstrated, go on a tour, etc., a program of meetings can be planned to include his needs, such as:

1. Talks and demonstrations - Appropriate clothes for various occasions
Discussions - Manners (at home, eating out, dating, traveling)
Talks and demonstrations - Personal appearance - Applying for a job
Discussions - Getting along with people. Why do so many people fail to hold their jobs?
2. Divide into buzz groups for any one of the above topics.
3. Invite a man from a haberdashery to discuss clothes for men - colors, fit, etc. This could be for boys alone or a combined meeting for girls and boys.
4. A similar meeting for girls, someone from a local store, Extension clothing specialist, home economics teacher, or someone in the community who can look and talk the part.
5. Demonstrations at meetings by members:
Care of clothes - pressing pants, etc.
Shampoo - hair arrangements
6. Discussions
Film discussions - Coronet has several on dating manners, etc.
Buzz sessions on behavior
7. Tour to stores - Fashion show
8. Dinner and theatre party - Boy take girl

9. Group plan an "open house" for the community. (H. D. Club, Grange, Farm Bureau, P. T. A., etc., might sponsor this but young people could plan and carry through. This would give them experience in relating manners, appearance, etc.)
10. Subject matter at meetings on buymanship.
 - What size to buy.
 - Manmade fibers versus natural fibers.
 - What makes a good shirt?
 - Why labeling is important.
 - Points to consider in buying a dress.
11. Hold an achievement night for the community.
 - a. The well-dressed teenager
 - A dress revue participated in by boys and girls showing selection of clothes for various occasions. Girls may include garments or outfits made rather than selected.
 - b. Your manners are showing.
 - Might be a series of skits or an original play written by the group to show everyday courtesies at home, traveling, in a restaurant, looking for a job, or dating.

II. Personal improvement area as related to personality development

Possible Titles:

1. Now That You Are Grown Up
2. It's Smart to Know How
3. Understanding Myself and Others
4. Personality Up to Date

This type of an activity needs leaders well versed in understanding teenagers and how to work with them. A series of discussions on their needs and how to meet them might appeal. Such topics as:

1. Understanding myself
2. Why I need parents
3. Learning to accept myself
4. What good is school, anyway?
5. How can I be friendly?
6. What makes a good home?
7. How can I learn to take criticism?
8. How to act on a date
9. How can I succeed in a job?
10. Personality up to date - How do I rate?
11. How can I be accepted by other people?
12. How can I learn to express myself?
13. How can I develop self-confidence?

III. Personality improvement area as related to health

Possible Titles:

1. Happy Minds (West Virginia, New Hampshire)
2. Health is Wealth
3. Be Tops in Your Teens

Young people may like to know that good health is the everyday adjustment of yourself to what you have to meet every day. It includes building, improving and protecting one's personal health.

Every State has excellent health resources at its fingertips. Already existing health programs can be adjusted to meet the needs and interests of the older 4-H Club member.

Possible the "why" of doing something for health's sake is as important as the "what".

Example: Why an adequate diet?

Affects appearance - skin, posture, clear eyes.

Affects how you feel, how you act.

May affect how well you think.

How important is appearance?

Better chance of being socially accepted.

First impression is the only way a stranger has of judging you.

Why visit the dentist?

Dental care important to good teeth, looks and enjoyment of food.

Teens are "service-to-others" minded so community health projects may appeal.

Survey the community health and safety resources.

Select one thing which needs attention, such as rodent and pest

control. Carry through with it. Locate people who will cooperate.

Take orders and deliver the material.

Sponsor mobile unit - T. B., blood, etc. Keep the records, give publicity, etc.

Make a plan for garbage disposal, if needed.

Fix up a community recreation center - baseball team

Hold a series of meetings on food preparation to which the public is invited - How food affects health. Hold a club or community meal for invited guests.

Work up skits on changing old habits for new to be presented at an adult program meeting.

The 4-H Health Program Development Committee has outlined suggestions for individual and group health programs.

Resources

Youth staff

4-H county and State Extension personnel

Extension Specialists - clothing, nutrition, family life, health

Libraries - magazines, books

Visual aids - films, slides

Health agencies

Literature prepared by business concerns.

A PROPOSED PROGRAM AREA
IN
FARM FAMILY BUSINESS TRAINING IN 4-H CLUB WORK

(An example of the possibilities of expanding these areas to give them special appeal for older club members)

Specific Area Developed -- Marketing

Other promising areas related to
Farm Family Business in 4-H Club Work

Farm and Home Unit Approach
Farm and Home Management
Public Policy Discussions
Credit and Finance

HOW TO INCORPORATE MORE BUSINESS TRAINING INTO 4-H CLUB WORK-ESPECIALLY WITH OLDER MEMBERS

This is an outline on the what, why, and how for building a program area on marketing for older club members.

What are some experiences in this field?

Many different names have been used for this field. Some of them are:

- Farm Family Business and 4-H Club Work
- Off-the-Farm Business and 4-H Club Work
- Business Training and 4-H Club Work

It doesn't matter which name is used if it gets results. Club members are interested in well planned educational activities in:

- Marketing
 - Purchasing
 - Credit or insurance
 - Management
 - Decision making
 - Food processing
 - Breeding
 - Electrification and telephone services

Let's take marketing as a specific area and explore it.

A proposed bulletin, "Marketing for Montana 4-H Club Members", starts with a section entitled, "Marketing, What Is It"? As written it says in part:

"Marketing includes all the processes and services needed to get the things we produce to those who use them. For example, the marketing of beef steak is much more than taking a steer to the nearest market. A buyer must buy the steer. If he is ready for slaughter, the packer will dress and process to suit the retailer. The retailer will then perform many services in order to sell it to the consumer.

"All of these services of the marketing system are necessary in the marketing of this steer. They include: buying, selling, assembling, sorting, grading, standardizing, inspecting, transporting, storing, freezing, manufacturing, packaging, financing, riskbearing and insuring ... In retailing alone, there are about 20 services performed to prepare this steak the way the customer wants it at the time he wants it ... if all these services are done well, they will usually increase the farmer's income..."

What approach should we use in 4-H to get at this matter? Three are most mentioned:

1. Integrate marketing in each project where practical. This is of particular interest to members planning to farm or home-making as a career.
2. Set up a separate marketing project or activity. Since about half our young people must find off-the-farm employment and marketing services currently involve over ten million people, marketing may appeal to many youngsters as a career. The increasing number of non-farm members also poses some challenges in this regard.
3. The activity route. There are many ways of incorporating education related to marketing in 4-H Club work other than through individual projects. This includes such things as group tours, speaking, essays, film showings at club meetings, and demonstrations.

Why be concerned with marketing in 4-H Club work? Two reasons:

1. Proper marketing skills, attitudes and knowledge can mean much to young people. From the standpoint of older 4-H members, there are several ways marketing education may pay dividends. The filmstrip, "Tooling Up for the Job" listed five primary needs. Interest areas of teen-agers:
 - a. Vocational exploration . . . opportunity to learn more of farming as a business and of other occupations in agriculture and other fields. Also opportunity to learn business methods and ways of financing.
 - b. Acceptance . . . the opportunity for the individual to have contacts with persons his own age, with adults, and with members of the opposite sex.
 - c. Self-sufficiency . . . opportunities for making own decisions, individually and as a group, and opportunities for achieving financial independence.
 - d. Values to live by . . . opportunities for developing and crystallizing values in both group and individual activities. Developing a philosophy of life.
 - e. Understanding counsel . . . opportunities for individuals to discuss their problems with other individuals, such as their leaders and in groups.

Marvin Boss in his survey of State 4-H Club leaders, after defining each area as listed above, found marketing and related activities now being conducted or proposed in each of these areas, particularly in a, b, and c.

2. Properly educated young people can help to improve our marketing system.

Quoting again from the Montana bulletin referred to earlier, a few topic sentences note:

"Our way of living has changed in recent years and this has changed the methods of marketing . . . Farmers have found that they can profitably produce one thing and their neighbors another . . . We found ourselves in an age of specialization in production and this led to specialization in marketing. . . Specialization in marketing has grown up with us during more recent years . . . The work of marketing . . . is done by a number of different individuals or groups . . . If the producer understands the services that are necessary in marketing his product and the costs of providing these services, he can increase his income . . ."

We have enough experiences to show that one of the best ways to improve our activities for older 4-H Club members as well as make a significant contribution to our economy is through marketing education.

When:

Marketing activities can be interesting for any age member but especially the older ones as they become more aware of the "dollars and cents" aspect of life.

When to start? Many States are doing some 4-H marketing work. Most every State could profit, however, on developing marketing or some related farm and home business training subject into one package for older club members.

How to get 4-H marketing programs rolling:

1. Every State staff group expected to help carry out the program should help plan it.
2. Start with a project that has a reasonable or better chance to succeed, considering staff interest, economic importance, etc.
3. Get all the information you can from others who have had experiences along this line. This gives a good starting place. Experience is often limited.
4. Pinpoint your efforts to a manageable initial area. That is to start, you may want to try it only in a few communities or counties.
5. Keep a careful check on progress. Be sure all members of the team are involved in each step or that agreement has been reached on division of responsibility.

6. Don't expect too much the first year. A small sound start is better than a big failure!
7. Have a definite climax to the project. Tie in all your know-how as to ways to add interest. Don't overlook Mom, Dad, leaders and others who have helped.
8. Evaluate immediately. Alert those to help ahead of time so they will be prepared.
9. Make the entire undertaking as practical and realistic as possible.
10. Boys and girls are our most important product. Stress this continually in this activity.

Although these guideposts are focused on the job from the State staff angle, they also have application to the county and local scene.

Where:

Where do you get help in addition to that already mentioned, you may ask. Here is a check list as a starter:

<u>Area of Interest</u> Listed below are some representative areas where 4-H activities have been undertaken	<u>Other States</u> States listed below have undertaken some phase of 4-H marketing work in this field	<u>Publications</u> Those publications listed are illustrative of the resource materials available
Marketing in general	Montana Pennsylvania Utah South Carolina Washington	"4-H Club & YMW Work in Marketing" Mimeo. 11 (11-54), FES "Adventures in Marketing" Bul.1010 June 53, Montana "The 4-H Marketing Tour" Bul.1009, Montana "Farm Family Business and 4-H Club Work", FES "Marketing", the Year book of Agri- culture, 1954
Poultry	Texas Missouri Ohio Iowa Illinois	
Dairy	North Dakota	

<u>Area of Interest</u>	<u>Other States</u>	<u>Publications</u>
Fruits and Vegetables	South Carolina Louisiana Virginia	"Growing and Selling Sweet Potatoes in Va." Va. Joint Agri. Publ. #1, April 1954
Curb and Road-side Markets		"Teen-agers go to Market", Leaflet 136, U.T. - 1954
Field Crops, Grain Marketing	Montana Oklahoma Kansas Nebraska North Dakota	"Outline for 4-H Club Grain Grading Demonstrations" - Ag. Handbook No. 77, USDA-1954, Brochure of Material on North Dakota, 4-H Club Clean Grain Prog.(contact State Ldr.)
Livestock	Minnesota Virginia Utah, Indiana Missouri Illinois South Dakota	
The Business Side of Marketing	Kansas, Georgia Florida, Alabama Wisconsin	"Farm Family Business and 4-H Club Work" - FES

It can be Done:

Marketing is not a field that anyone has a corner on. We all need to be concerned about it. It's largely a matter of getting together and putting "Wheels" under our joint ideas. It can be done too. We have only to look at the substantial increase in 4-H activities in this field in recent years. Or anyone needing further proof can just talk to a teen-ager, such as one who said to a speaker recently, following a talk emphasising the opportunities in this area, "Gee, I was glad to hear you talk about going 'all the way' and doing a 'complete' job with our projects. I've had a lot of experience in producing. Now I want to learn about the marketing end because that's where the real pay-off comes."

SUMMARY OF POINTS MADE AT MEETING OF STATE 4-H CLUB LEADERS

by Robert C. Clark, Director National Agricultural Extension Center
for Advanced Study

National 4-H Club Congress, Chicago, December 1, 1955

(This followed the discussion on how to develop the fine outline on
program areas for teen-agers)

The chairman asked that I speak on three rather specific topics:

- A. "What does 4-H have to offer the upper teen-ager?"
- B. How the thinking of the National 4-H Evaluation Development Committee relates to the topic of this morning's program.
- C. Briefly describe the program, purposes, and grants-in-aid policies of the National Agricultural Extension Center for Advanced Study.

A. So as to avoid restating points which have already been made by Dr. Evelyn Duvall and Dr. William Smith Jr., as well as the symposium that so ably considered "What does 4-H have to offer the upper teen-agers," I wish to add only four observations.

1. Young people between the ages of 15 to 19 have a multiplicity of opportunities available to them for the fulfillment of their social, vocational, spiritual and group interests. Competition is extremely keen for the interest, participation and loyalty of these young people by organizations in your community and in mine. The 4-H Club program is only one group that is anxious to appeal to the upper teen-ager.
2. Many of our programs for the upper teenage group are directed by professionally trained, employed leaders working largely on a full time basis. Many of these professional leaders have direct face to face contact with the young people as contrasted to the extension agent who is often one step removed from direct association with the upper teenager in the local 4-H Club.
3. We in the Cooperative Extension Service have been very fortunate to receive training and profit by the findings from research that enable us to better understand upper teenage youth, their developmental needs, their interests, why they respond to certain programs and not to others, and where the 4-H Club program may be lacking. We know a great deal more about how to appeal to this age group than we have been able actually to put into practice in our program. The existing program already makes extreme demands upon the staff. Often the program is characterized by traditions, projects accepted under

pressures, all of which make a "remodeling job" extremely difficult. How long can we continue to add to the program without discontinuing certain features that may have been outmoded and consequently no longer serve a worth-while purpose?

4. We in the 4-H Club program are so busily occupied in doing things that we cannot find the time to constructively analyze and evaluate the results of our efforts, and particularly those projects and activities that may appeal to the upper teenage group.

B. May I urge that each member of a State Club staff study carefully the report of the National 4-H Evaluation Development Committee for the identification of major problem areas of 4-H Club work where research is needed and as a partial guide for a State or county to evaluate their 4-H Club program. It is my understanding that the report of this committee has been approved by the 4-H Subcommittee of ECOP and will be placed in the hands of the States in the near future.

Our system of reporting that is being followed by counties and the States provides us with a wealth of facts that will enable us to evaluate, over a period of time, the accomplishments in our 4-H Club program. More important, still, it will provide facts of interest to county boards, the Extension administration and officials concerned with appropriations for the county, State and national programs.

I urge that we spend more time, energy and money in telling the public of our areas of need, where greater effort must be directed and what our objectives are to best serve rural youth. A great deal of time and money is spent telling the public of our successes and accomplishments that have been attained and of which we are justly proud. Progress is also achieved by recognizing our weaknesses and areas of need which can be strengthened through greater public support.

C. The job of a 4-H Club worker is such that continued training and improvement is essential. 4-H Club leaders must work with adults as well as youth. They must understand youth's interest, needs and how to adapt adult thinking, adult literature and adult leadership to meet these interests and needs. They must also be skilled in public relations with their colleagues in the land-grant college and with business, industry and civic groups throughout their State. Because the demands on a 4-H Club leader are so great, we urge that persons consider the opportunity for systematic study, research and reflection that is afforded through the program of the National Agricultural Extension Center for Advanced Study at the University of Wisconsin. The basic purposes, program, and grant-in-aid policies of the National Agricultural Extension Center for Advanced Study, located at the University of Wisconsin, is outlined in a brochure which may be obtained from Dr. Robert C. Clark, Director, National Agricultural Extension Center for Advance Study, University of

